



Mt Pisgah Elementary

5160 Mt. Pisgah Road
Kershaw, South Carolina

Grades	K-5 Elementary School	
Enrollment	137 Students	
Principal	Duane Pate	803-475-6791
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

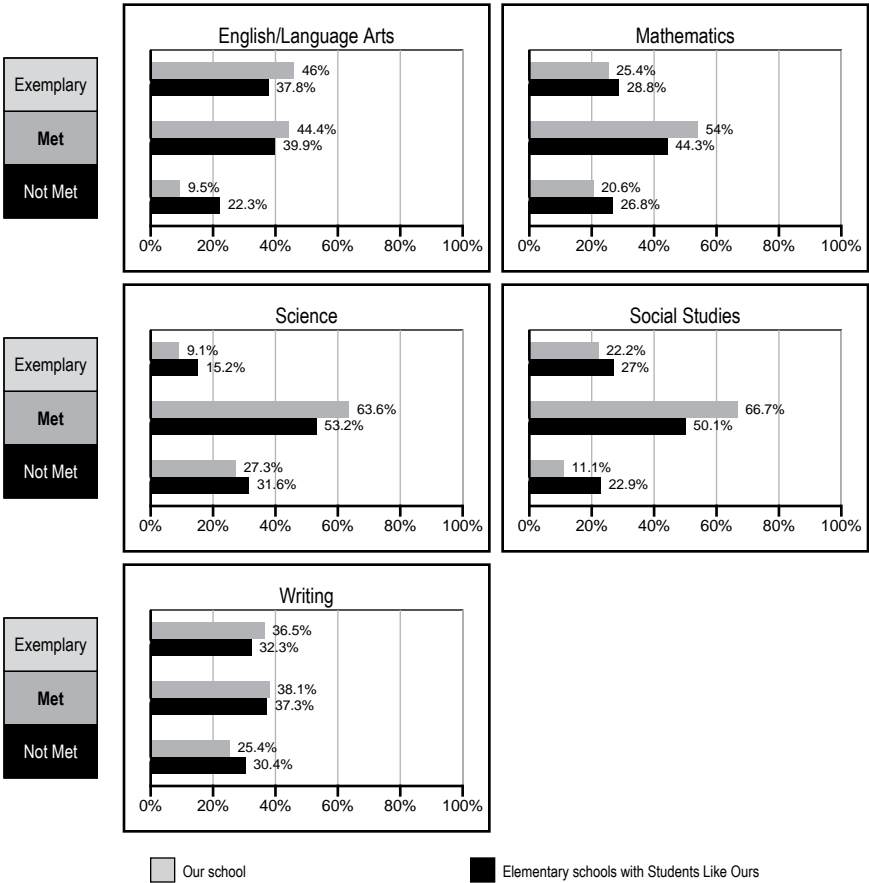
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	75	3	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=137)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 3.0%	2.0%	1.9%
Attendance rate	95.0%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	12.1%	Down from 15.2%	10.5%	10.0%
With disabilities other than speech	4.3%	Up from 2.9%	9.3%	7.7%
Older than usual for grade	0.0%	Down from 0.9%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	81.8%	Up from 70.0%	59.1%	59.4%
Continuing contract teachers	100.0%	Up from 90.0%	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	No Change	87.0%	85.9%
Teacher attendance rate	98.2%	Up from 95.7%	95.3%	95.1%
Average teacher salary*	\$53,361	Up 2.8%	\$47,189	\$47,149
Professional development days/teacher	24.3 days	Down from 28.5 days	11.8 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 89.5%	90.4%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,580	Down 1.1%	\$7,217	\$7,458
Percent of expenditures for instruction**	60.7%	Down from 63.7%	67.8%	68.8%
Percent of expenditures for teacher salaries**	57.7%	Down from 60.8%	62.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Mt. Pisgah Elementary School had many successes during the 2008-2009 school year. Our Media Center, which has a collection of 6,963 titles, circulated 21,161 books this school year. We have 50.09 books per child for our 139 students. We have fully operational Reading Renaissance, Math Renaissance, Perfect Copy, and SuccessMaker programs incorporated in our curriculum. Our students passed 19,326 Accelerated Reader tests with an average of 92.7% correct. We held a school-wide Christmas program that was attended by over 300 community members. Our tutoring program, Pisgah Pals, continued to flourish. Pisgah Partners, our outreach business partners, provided funds to purchase supplies for our Pisgah Pals. Each classroom is equipped with an interactive whiteboard and projector. Each classroom teacher also has Elmo document cameras to use for instruction. We added two 17-station mobile laptop carts that are used throughout the school. Our staff development opportunities focused on how to incorporate our new technologies into classroom instruction. Our Media Specialist is the Past President of the SC Association of School Librarians (SCASL). Our Curriculum Coach is a certified Ruby Payne Framework for Poverty instructor. We have a Science Lab that serves all students. Our School Improvement Council (SIC) and PTO remain very active and continue to support all academic programs within our school. Mt. Pisgah Elementary School is a thriving school in a loving and caring community, and our staff, students, and parents are dedicated to continuing our successes. Duane Pate, Principal; Reverend Stephen Braswell, SIC chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	19	14
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	92.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	67	100	9.5	44.4	46	98.4	86.1	82.8	Yes	Yes
Gender										
Male	35	100	12.1	39.4	48.5	97	82.7	79.3	N/A	N/A
Female	32	100	6.7	50	43.3	100	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	58	100	9.1	41.8	49.1	98.2	89.7	89.5	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	78.3	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	38	100	8.6	48.6	42.9	100	79.5	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	67	100	20.6	54	25.4	87.3	81.7	78.9	Yes	Yes
Gender										
Male	35	100	24.2	48.5	27.3	87.9	79.6	77	N/A	N/A
Female	32	100	16.7	60	23.3	86.7	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	58	100	18.2	54.5	27.3	89.1	86.7	87.2	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	70.8	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	49	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	38	100	20	57.1	22.9	85.7	73.5	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	47	100	27.3	63.6	9.1	72.7	70.6	67.5
Gender								
Male	24	100	22.7	59.1	18.2	77.3	69.1	67
Female	23	100	N/AV	N/AV	N/AV	68.2	72.3	68
Racial/Ethnic Group								
White	40	100	23.7	65.8	10.5	76.3	77.5	79.5
African American	7	I/S	I/S	I/S	I/S	I/S	56.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	51.9	59.6
Socio-Economic Status								
Subsided meals	26	100	33.3	62.5	4.2	66.7	60.2	55.1

Social Studies

All Students	47	100	11.1	66.7	22.2	88.9	73.4	72.3
Gender								
Male	25	100	16.7	58.3	25	83.3	72.6	71.5
Female	22	100	4.8	76.2	19	95.2	74.3	73.2
Racial/Ethnic Group								
White	42	100	9.8	68.3	22	90.2	78.4	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	62.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	25	100	17.4	60.9	21.7	82.6	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	66	100	25.4	38.1	36.5	74.6	75.7	70.2	95	95.7
Gender										
Male	34	100	30.3	39.4	30.3	69.7	69.1	63.2	94.7	95.5
Female	32	100	20	36.7	43.3	80	82.6	77.5	95.4	95.9
Racial/Ethnic Group										
White	57	100	21.8	40	38.2	78.2	80.9	79.1	94.9	95.5
African American	8	I/S	I/S	I/S	I/S	I/S	64	57.6	95.8	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	86.2	N/A	96.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.3	62.6	94.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	N/A	91.7
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.9	26.1	94.6	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.3	61.2	94.4	96.2
Socio-Economic Status										
Subsidized meals	38	100	28.6	31.4	40	71.4	64.8	58.9	94.4	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	11.1	33.3	55.6	88.9
	4	27	100	7.7	34.6	57.7	92.3
	5	20	100	10.5	68.4	21.1	89.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	20	100	16.7	38.9	44.4	83.3
	4	27	100	23.1	57.7	19.2	76.9
	5	20	100	21.1	63.2	15.8	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	27	100	26.9	69.2	3.8	73.1
	5	10	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	27	100	11.5	80.8	7.7	88.5
	5	10	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	19	100	16.7	16.7	66.7	83.3
	4	27	100	26.9	38.5	34.6	73.1
	5	20	100	31.6	57.9	10.5	68.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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